

St Matthews Central School

ICT STRATEGIC PLAN

2011 - 2013

The mission of St Matthews is to create a safe and caring Catholic community within a dynamic educational environment where Christ is the centre of everything we say and do.

* At St Matthews Catholic School we will provide students with the opportunity for academic excellence through a wide range of learning opportunities involving a creative, life-giving and challenging curriculum.

* At St Matthews Catholic School we will provide students with the opportunity for a curriculum which provides diverse styles of learning and experiences with an opportunity for cultural, physical, social and creative expression and involvement.

We are committed to:

- a whole school approach to the linking of learning styles, higher order thinking and learning skills and strategies that motivate students to learn;
- utilising contemporary research, best teaching practices and inservices to lead the development of a whole school approach to learning;
- learning experiences utilising IST as a tool where and when appropriate;
- implementing effective, meaningful and relevant teaching strategies;
- encouraging students to participate in extra-curricula activities and involving the wider community in the delivery of our curriculum;
- enhancing our students' sense of wonder, curiosity and love of learning;
- leading students to a greater understanding of themselves and the world around them;

We aim to produce students who are confident, creative and productive users of new technologies. Students who have the capacity for, and skills in, analysis and problem solving and the ability to communicate ideas and information, to plan and organise activities and to collaborate with others.

Our School ICT Plan:

- Reflects the School Vision and Mission and is explicitly linked to other areas of school and system planning and development
- Involves a range of stakeholders and expertise, including school executive and staff, students and parents, the P & F Association, and the relevant Catholic Education Office staff.
- Is informed by educational and technical expertise.
- Identifies focus priorities and desired outcomes.
- Is directed towards improving teaching, learning, communication and administration, rather than be driven by technological developments.
- Incorporates professional learning plans for all staff.
- Includes design and refurbishment of learning spaces, including school library

Strategic Goals:

Curriculum:

- *ICT skills to be considered when planning teaching and learning activities.*
- *Teachers will be informed of the current ICT resources available for use with students.*
- *Students will have adequate access to required ICT resources.*
- *Students' prior learning experiences and ICT skill levels will be recognised.*
- *The effectiveness of ICT based learning activities to be reviewed regularly.*

Professional Development:

- *Recognise and cater for teachers' prior learning both personal and professional.*
- *Recognise the series of stages that teacher's progress through across different areas of ICT use.*
- *Offer a range of professional development strategies, resources, and support to cater for the range of skills and needs.*
- *Consider whole school needs.*
- *Identify potential barriers to successful professional development and address them.*
- *Provide for monitoring and review at personal and school level.*

ICT Planning and Implementation:

- *Incorporate educational and administrative requirements and priorities.*
- *Provide a clear picture of existing ICT, including the uses, strengths, weaknesses, and limitations of each.*
- *Build a clear picture of what the school is seeking to achieve in the long term.*
- *Include how the school will achieve its stated objectives.*
- *Include a budget for the expected expenditure to implement the plan.*

Strategic Objectives				
	Students	Teachers	Management	Infrastructure
Access to computers	<ul style="list-style-type: none"> • All students have quality access to core ICT 	<ul style="list-style-type: none"> • Information relating to the school can be accessed at school and at home. • Technical support is easily available for all teachers. • Teachers plan for routine access to ICT. • Staff has adequate access to required ICT resources. • ICT resources are stored or placed in locations providing a wide range of accessibility. 	<ul style="list-style-type: none"> • Development of school Portal • Development of Moodle 	<ul style="list-style-type: none"> • ICT resources stored for maximum accessibility
Skills & Knowledge	<ul style="list-style-type: none"> • Students will demonstrate progress in their skills as they progress through school. • ICT will facilitate student based learning and differentiation of the curriculum 	<ul style="list-style-type: none"> • Teaching programs will take into account students' current ICT capabilities • ICT activities will need to be upgraded as student's skills & knowledge increases 	<ul style="list-style-type: none"> • Keep teachers updated on progress of student capabilities • Keep teachers' skill level improving by in-servicing 	<ul style="list-style-type: none"> • New software to be made available on needs basis
Use	<ul style="list-style-type: none"> • Students use ICT as and when they need it for context based learning • Inquiry based learning will be promoted • Students will use ICT resources ergonomically, safely and appropriately 	<ul style="list-style-type: none"> • Teachers to consider the full range of resources available when planning and programming • Teachers to consider computer skills for each KLA when planning/programming • Teachers to take responsibility for students using hardware and software safely 	<ul style="list-style-type: none"> • Booking system is regularly revised for easy optimal use of ICT resources 	<ul style="list-style-type: none"> • Booking system online - Sentral
Attitude	<ul style="list-style-type: none"> • Students use ICT confidently and responsibly 	<ul style="list-style-type: none"> • Teachers use ICT confidently 	<ul style="list-style-type: none"> • Professional development of staff 	<ul style="list-style-type: none"> • Small group hands on tutoring/mentoring

Strategic Objectives				
	Students	Teachers	Management	Infrastructure
Professional Development		<ul style="list-style-type: none"> • Regular, relevant professional development on a needs basis 	<ul style="list-style-type: none"> • Regular staff surveys • Different types and styles of ICT professional development provided • Hands on, productive and relevant to the classroom activities 	<ul style="list-style-type: none"> • Expertise within the school used to tutor teachers in small hands-on groups
Curriculum	<ul style="list-style-type: none"> • ICT will be used to engage students, promote student centred activities and differentiate the curriculum 	<ul style="list-style-type: none"> • A shared vision of the use of computers in the classroom that enables student centred, cooperative learning and differentiated activities. • Teachers will make themselves familiar with new resources as they become available • Development of Moodle VLM for easy access to content 	<ul style="list-style-type: none"> • Funding will be made available for regular updating of hard and software. • Expertise brought in to school to show all capabilities of new technologies 	<ul style="list-style-type: none"> • There will be a facility for students to use computers before school, at lunchtime and after school • Development of Moodle VLM for easy access to content
Assessment	<ul style="list-style-type: none"> • Students will be assessed on ICT skills. • The skills covered in each KLA in secondary will be assessed of and for learning 	<ul style="list-style-type: none"> • Teachers will include ICT in assessment activities of and for learning • Teachers will use ICT to report on student progress 	<ul style="list-style-type: none"> • Reporting system will be regularly monitored for appropriateness and ease of use. 	<ul style="list-style-type: none"> • Software is regularly updated
Community	<ul style="list-style-type: none"> • Students will use ICT to communicate with the community and beyond 	<ul style="list-style-type: none"> • Teachers will develop the means to increase the communication to the school community and beyond 	<ul style="list-style-type: none"> • Planning for exposure to the school community and beyond 	<ul style="list-style-type: none"> • School Portal regularly updated and promoted in the school community

Strategic Objectives				
	Students	Teachers	Management	Infrastructure
Planning		<ul style="list-style-type: none"> • Regular surveying of needs 	<ul style="list-style-type: none"> • The school will have sufficient budget resources available to update electronic resources on an annual basis. 	
Cabling			<ul style="list-style-type: none"> • ICT requirements for new building regularly monitored 	<ul style="list-style-type: none"> • The school will be fully networked (a Wireless with fibre optic backbone)
Internet access	<ul style="list-style-type: none"> • Students will have internet access, that uses a combination of transparent proxy server, web filtering and firewall to provide a safe environment, whenever they require 	<ul style="list-style-type: none"> • Teachers will have internet access whenever required 	<ul style="list-style-type: none"> • Continual development of school website and portal, intranet and filtering settings 	<ul style="list-style-type: none"> • The school will provide sufficient Internet bandwidth to allow simultaneous use for Administrative and learning purposes. • Cyber net safety systems are in place and updated regularly.
Technical support	<ul style="list-style-type: none"> • Priority of technical support is given to allow students' to work on computers and to allow teachers to prepare work for students 	<ul style="list-style-type: none"> • Identify support required 		<ul style="list-style-type: none"> • The school will have access to qualified and competent technical support

Three year Plan

	2011	2012	2013
Audit of ICT Infrastructure	<p>Currently in the school</p> <ul style="list-style-type: none"> • 28x eMacs (2004) in Infants and Primary classrooms. • 32x 17inch Intel Apple iMacs (2006) are on Wireless LAN with internet access in a Library Lab with evaporative cooling and security alarm. • 50xApple iMac 20inch (2008) are on Wireless LAN with internet access in Library labs 1 & 2, Staff desktops and Room 14 • 40x Apple MacBook laptops for staff • Apple iPad for a students with a disability in Year 3 (purchased this year) <p>For development this year:</p> <ul style="list-style-type: none"> • Ensure all software, both operating systems and applications, in the school are the same. • Ensure all computers in a room have the same, updated, version of Microsoft Office 	Place requirements on hold until new building is finished	Plan to replace computers that are 5 years old
Capacity of air-conditioning, electrical components and cabling	<p>Room 14 Computer laboratory is air-conditioned with a combination of Ethernet data points and dual band WI-Fi connections.</p> <p>Both Library Laboratories have custom built benches around three sides and are cabled for 12 electrical outlets with 2 power points on each.</p> <p>The Library Computers have evaporative cooling.</p> <p>Dual band Wi-Fi access point for each lab</p> <p>For development this year:</p> <p>Add fibre link from Library</p>		
Security	<p>Room 14 and Library computers are alarmed.</p> <p>Other locations for computers are not alarmed.</p> <p>For development this year:</p> <p>On hold while new building is under construction</p>		
Technical Support	<p>School has access to technical support for school days and after hours as required days per week</p> <p>Use Sentral system for identifying technical faults/needs.</p>	<p>Review role each year</p> <p>Review Sentral system for</p>	<p>Review role each year</p> <p>Review use of technical</p>

	2011	2012	2013
	<p>Develop a priority list of jobs Work with Library staff to train them to help with technical support</p> <p>Hardware Maintenance Trouble shooting & fixing laptops Trouble shooting & fixing desktops Trouble shooting & fixing network hardware problems e.g. cables Reviewing server adequacy and updating or replacing where necessary Formatting or updating new computers and distributing</p> <p>Database Maintenance of Assets Recording serial numbers of ICT and who has them, or where they are stored</p> <p>Software Maintenance Updating staff on improved, available software products Installing software where and when appropriate Professional development of staff on usage of new software</p> <p>Network Maintenance Checking system is working Trouble shooting problems Installation of new products Back-up of files</p> <p>Server Maintenance Problem shooting and maintenance Back-up of data</p> <p>Network Users Maintenance Managing User accounts Managing data e.g. files, movies</p> <p>Internet Maintenance Consulting with other professionals e.g. John Egan & CEO IT support Hardware maintenance Software updating Filtering updating</p>	<p>identifying technical faults/needs.</p> <p>Work on priority list of jobs</p> <p>Work with Library staff to train them to help with technical support</p>	<p>support to ensure all systems are working optimally</p> <p>Work on priority list of jobs Work with Library staff to train them to help with technical support</p>

	2011	2012	2013
	RISC Managing hardware Problem shooting Integrating RISC with the network Professional Development Updating staff computers Showing staff how to use software For development this year: Regularly monitor new building has all requirements		
Computer to student ratio across grade levels	Computers are available to all students K-10. Teachers book their classes into 3 computer rooms using an online booking sheet in SENTRAL. The total student population of the school is 460. K-6 has 300 students with access to 46 computers: Lab 1 = 22; Lab2 = 24; Lab3 = 26; emacs = 28 Giving a student to computer ratio of 8:1. Most of these computers are also shared with secondary students. Yrs 7-10 have 140 students and access to 72 computers Giving a student to computer ratio of 3:1. Most of these are also shared with rest of the school. The Total number of computers is 97. Giving an overall student to computer ratio of 6:1 It must be noted that only 44 of these computers are less than 5 years old. The student to computer ratio for the school for these computers is 13: 1 For development this year: On hold while new building is under construction	Review each year with aim to improve ratios	Review each year with aim to improve ratios
Physical capacity of St Matthews	Currently we have: <ul style="list-style-type: none"> Library Lab 1 of 22 computers in an evaporatively cooled room. Library Lab 2 of 24 computers in an evaporatively cooled room. 1 classroom, room 14, of 26 computers, which is air conditioned. 		

	2011	2012	2013
	<ul style="list-style-type: none"> • 2 computers in every Infants/Primary classroom. • 10 Staff Desktops • 40 Staff Laptops • 1 iPad • 9 Promethean IWB in classrooms: 8 fixed; 1 Mobile • 3 networked Photocopiers • 6 networked Printers • 3 Networked Colour Printers • Full Wifi coverage Dual Band (5Ghz & 2.4 Ghz) • 5 Servers providing Internet/Filtering/Administration/File sharing/Library access <p>For development this year: IWB for more Primary classes as funds available Purchase 20 x iPads</p>		
ICT capabilities of students	<p>See Appendix 1</p> <p>Students perform close to the state average in Computer Skills exam for the School Certificate. This is our only external measure.</p> <p>Anecdotally the ICT skill level of students is improving in all stages. The percentage of computer literate students starting school is increasing.</p> <p>However, being a small rural school we have a percentage of students who don't have access to a computer in their homes.</p> <p>Computer skills have been mapped for each stage, from early stage 1 to stage 5.</p> <p>Computer skills have been incorporated into the curriculum in all stages. ICT skills are taught in context in KLA's, not as discrete skills. Relevance is an important feature of ICT skill teaching at our school. ICT tasks are regularly revised and upgraded as the skill level of both students and teachers improves.</p> <p>All Year 8 students study a two-term Information Technology unit as part of Technology (mandatory) where</p>	<p>Software purchases and site licenses to ensure students can keep up with technological developments</p> <p>Examination of ICT tasks to ensure tasks are increasing in complexity as student's skills improve.</p>	<p>Software purchases and site licenses to ensure students can keep up with technological developments</p> <p>Examination of ICT tasks to ensure tasks are increasing in complexity as student's skills improve.</p>

	2011	2012	2013
	<p>they learn many ICT skills, and produce our school magazine.</p> <p>Year 9 and 10 students are able to study Information Software Technology as an elective. We currently have 24 students studying Information Software Technology. Students in these classes are developing web pages and studying robotics</p> <p>The 28 computers in the library are regularly used at lunchtime. Students spend this time completing class work or doing extra curricula work that uses and develops skills learnt in class.</p> <p>For development this year: Software purchases and site licenses to ensure students can keep up with technological developments Examination of ICT tasks to ensure tasks are increasing in complexity as student's skills improve.</p>		
ICT Capabilities of staff and provision of professional development	<p>Teachers have had a number of full days in-service on ICT skills. Since 2003 we have had 3 full days and a number of afternoon times set aside for a particular ICT skill.</p> <p>Teachers have been regularly surveyed to identify ICT skills that need to be developed.</p> <p>Because the level of ICT skills of staff varies so much we need to offer a variety of ways to cater for staff needs.</p> <p>Since 2003 the emphasis has changed from teaching the ICT skill to producing an activity that is curriculum/outcomes based, is in context, allows students to achieve over a range of levels and so can be embedded into programs.</p> <p>For development this year: Survey staff on ICT needs Survey staff on their skill levels Embed a little ICT skill into every staff meeting</p>	<p>Survey staff</p> <p>Organize regular workshops on a number of levels and of different types so no teacher is left behind, everyone continues to move ahead.</p>	<p>Survey staff</p> <p>Organize regular workshops on a number of levels and of different types so no teacher is left behind, everyone continues to move ahead.</p>

	2011	2012	2013
	Run regular workshops on identified needs or new software		
Internet access	<p>All school computers have broadband internet access. The school has a local intranet that provides links to a number of selected sites, for most topic areas, in classes from Kindergarten to Year 10.</p> <p>The intranet also provides teacher designed, web based, directed learning activities. On the Intranet, links for topics are set out according to school based programs. Links are checked for relevance and suitability and regularly updated.</p> <p>Filtering of inappropriate sites is achieved by a transparent web proxy & firewall that all internet traffic passes through.</p> <p>For development this year: School Moodle site</p>	Develop internet site, through school Portal, so students and teachers have access to the intranet at home	
Use of digital equipment in class	<p>Current Digital Equipment 11x T V's with VCR's DVD's, 9 IWB with VCR & DVD 5 separate DVD players, 2x Digital cameras, 2x video cameras, 2x data projectors, 15x CD players are available to teachers from the library. All Computers in the library Labs have CD & DVD burners 1 staff/Library computers has a DVD burner, 1x portable DVD burner, 1x Scanner Teachers need to book these prior to their use and return them promptly after use as they are in high demand. The Science department has a microscope projector purchased in 2007 and a data logger purchased in 2008 that are used in the relevant topics. The Maths department has 3x graphing calculators.</p>	IWB's in more classrooms	

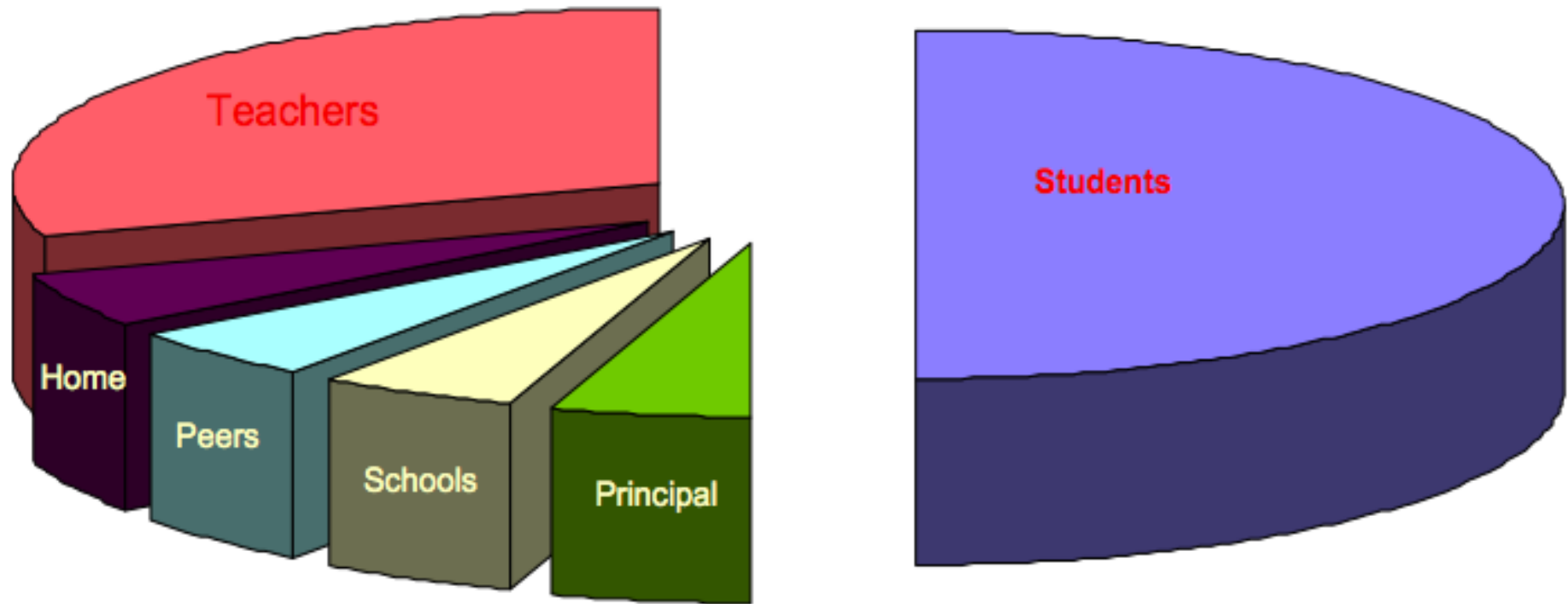
	2011	2012	2013
	<p>Information Software Technology has 8x Leggo Mindstorms nxt robotics kits</p> <p>For development this year: IWB in more Primary classrooms</p>		

Outcome	Indicators of success	Tasks	Target Dates	Personnel	Tracking Procedures (Monitoring and Evaluation)	Budget resources
Staff to indicate their professional development needs via an ICT teacher competency audit	Appropriate professional development is delivered to up-skill staff.	Teacher Competency Audit. Outside professionals or staff skilled in a particular area work with KLA or Stage groups	Staff complete survey May 2011 KLA or Stage meeting	All staff involved-administered by the A.P. All staff involved-administered by the executive.	Survey results will be registered May 2011 and reviewed Nov 2011 Tracking sheets show activities that have been used and are signed off	\$0
Staff ICT priorities surveyed to ensure staff cohesiveness and a shared direction	Staffs needs are recognised	Brainstorming session at primary and secondary staff meetings	May 2011	All staff involved-administered by the A.P.	Survey results will be registered May 2011 and reviewed Nov 2011	\$0
Utilise technology to enhance classroom pedagogy.	Increased engagement levels of students in their learning.	Research new technologies. Update KLA/Year level work plans to embed the latest Learning Objects	PD May 2011 KLA meetings in Secondary, Stage meetings in Primary	Librarian All staff involved. Tracking sheets developed from proforma-administered by the executive	Feedback to staff in small group tutorials Staff sign off on tracking sheets which are stored in central file and copies available to class teacher in 2012	\$350 \$0
ICT skill development in the curriculum tracked K -10	Student's ICT skills enhanced each year. Staff know which skills to teach and which to reinforce.	Tracking sheets completed by staff	Dec 2011	All staff to complete sheets Evaluated by executive	Tracking sheets evaluated and stored for reference in 2012	\$0

Outcome	Indicators of success	Tasks	Target Dates	Personnel	Tracking Procedures (Monitoring and Evaluation)	Budget resources
Allow students, teachers and community members to connect to broader educational and information communities	Parent, teacher and student use of school Portal	Portal pages provided by all staff	Staff provide at least 1 page by end of Term 3 ASAP	All staff	Principal check off as uploaded	\$0
	Intranet available to students at home	Intranet on Portal to work outside school		Principal	Available to students	\$?
	Teacher and student use of 'Moodle'	PD on How to use 'Moodle'	Term 1	Secondary staff & A.P.	Each secondary staff member to have some work on Moodle by Nov 2011	\$?
	ICT sessions in with school community	ICT session in Grandparents day	Term 2	Librarian Kath	Included in evaluation of Grandparents day	\$0
		ICT sessions with parents	Term 3	Adam, Kath & Steph	Parent survey	\$0
Building of Infra structure	Hardware update	Purchase 20 iPads @ \$579 each + Apps + @yr warranty + Cover	Term 4	Adam	Use in Primary/Infants evaluated	\$13490.00
		New server needed	Terms 3 & 4	Adam		\$?
		Purchase 26 X 21" iMacs @ \$1270 each	Term 3	Adam		26 X \$270

How do we best upgrade each student's computer skills?

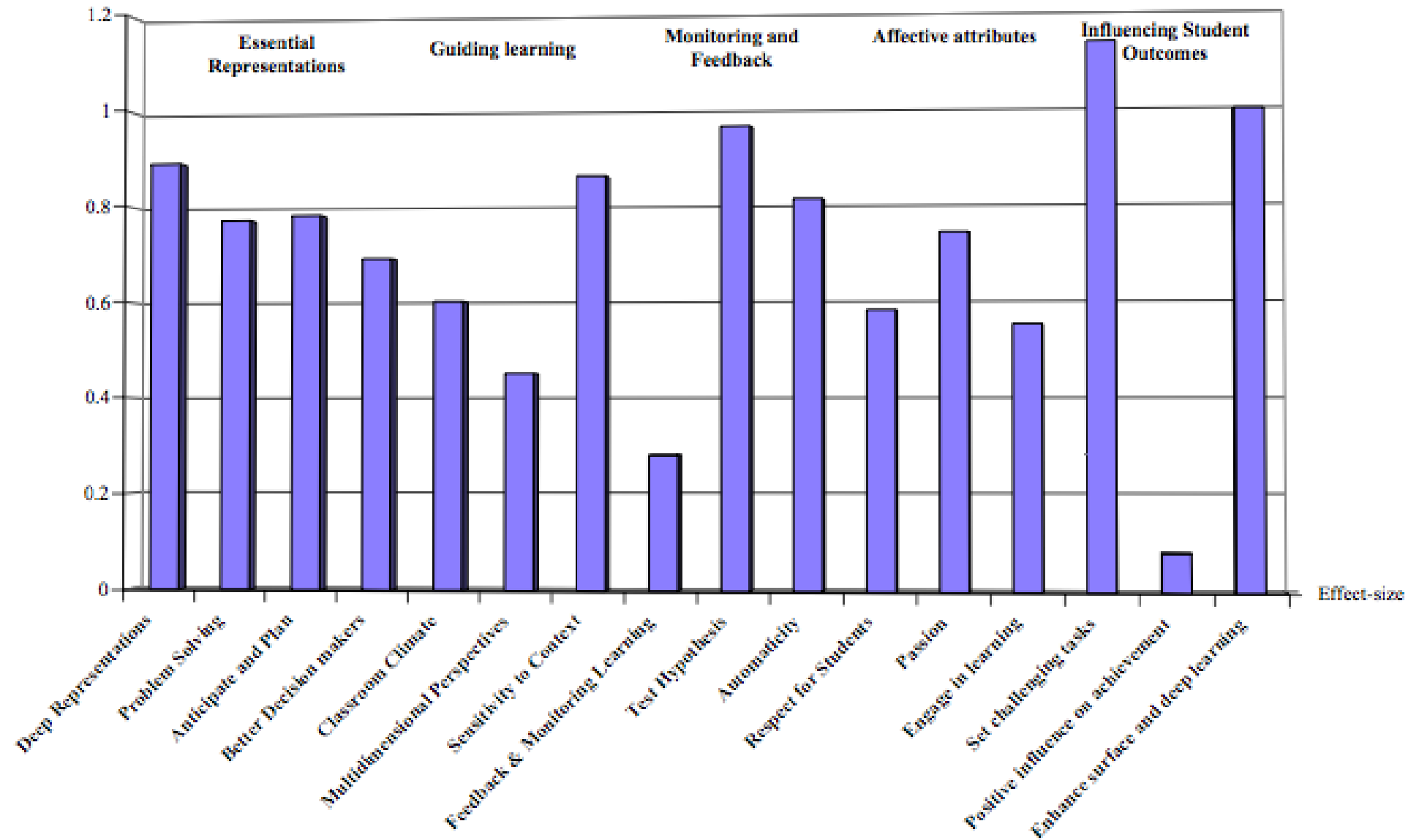
Percentage of Achievement Variance



The most important way to upgrade any student's skills comes from **their teacher**

Do we really need to become an ICT expert?

Effect-sizes of differences between Expert and Experienced Teachers



- **Expert teachers adopt a problem-solving stance to their work.**

The expert teacher more often than the experienced teacher seeks further information, whereas experienced teachers focus more on directly available data; experts are more focused on solving problems with respect to individual students' performance in the class, whereas the experienced teachers generally focus their decision on the entire class.

- **Expert teachers are proficient at creating an optimal classroom climate for learning.**

Expert teachers are proficient in creating optimal classroom climates for learning, particularly to increase the probability of feedback occurring (which often involves allowing for, and certainly tolerating, student errors). They build climates where error is welcomed, where student questioning is high, where engagement is the norm, and where students can gain reputations as effective learners.

- **Expert teachers are more adept at monitoring student problems and assessing their level of understanding and progress, and they provide much more relevant, useful feedback.**

Conclusions

Expert teachers do differ from experienced teachers – particularly on the way they represent their classrooms, the degree of challenges that they present to students, and most critically, in the depth of processing that their students attain. Students who are taught by expert teachers exhibit an understanding of the concepts targeted in instruction that is more integrated, more coherent, and at a higher level of abstraction than the understanding achieved by other students.

Distinguishing Expert Teachers from Novice and Experienced Teachers. Teachers Make a Difference What is the research evidence?
John Hattie, University of Auckland Australian Council for Educational Research, October 2003

Each of the following principles of learning has implications for the design, development, implementation and evaluation of teaching and learning programs incorporating computer-based technologies.

- Learning involves the active construction of knowledge through the process of inquiry, thinking, problem solving, creating and communicating.
- Learning is purposeful. It derives from a desire to make sense of the world and act upon it.
- Learning is based on previous knowledge and requires challenges to the initial conceptions which students bring from their home and other familiar environments. The challenges lead to new insights which require students to reorganise or extend their existing framework of knowledge.
- Learning is interactive. It is more effective when students are engaged in interaction with the teacher, other students and resources, including technology.
- Learning occurs in a context of use, i.e. the situational and interactional circumstances in which knowledge is constructed and used.
- Learning is most effective when conceptual content is interrelated. It involves making connections and forming knowledge structures.
- Learning is holistic: it involves undertaking tasks as a whole rather than breaking them down into parts.

- Learning is spiral, not linear; concepts are developed at differing levels of depth and require revisiting in new contexts, thereby extending and elaborating students' frameworks of knowledge.
- Learning requires support or scaffolding. Support may be provided in instructions or through resources, including technology.
- Learning depends upon students' attitude and disposition to learning.
- Learning can be enhanced through reflecting and developing conscious awareness of patterns underlying knowledge and strategies used to activate knowledge: planning, undertaking, monitoring and evaluating action.

Scarino, A. (1996) *The implications of Technology for language teaching*. Commissioned Report No. 55. National Board of Employment, Education and Training, pp. 37–61. Australian Government Publishing Service, Canberra.

Leadership

Effective leaders in an online world understand the transformative potential of ICT. They use their skills in the creation of new learning environments, in the appropriate and purposeful integration of ICT in learning, and in high-level management and communication processes. In these ways leaders are proactive in creating productive 21st century schools.

Enhancing collaboration

Leaders utilise ICT to engage the community in school governance, management and decision-making, and in creating new models of schooling. They establish a culture and processes of knowledge exchange decision-making and planning based on innovation, evidence and information. They lead their communities in transforming research, including in-school data analysis, into action.

Creating new education communities

ICT allow students, teachers and community members to connect to broader educational and information communities. Leaders and their schools participate in new local and global educational communities, engaging with diverse knowledge and perspectives. Leaders address social inequities, ensuring that in-school provision of technology-based learning is available to all students. They recognise the importance of access beyond the school, working with the community to develop sustainable programs that increase access for students and their families.

Taking advantage

Leadership is enhanced by, and responsive to, emerging technologies and systems.

Leaders appraise the potential of and use:

- mentoring programs for students, staff and community
- defined standards and effectiveness measures for online and blended learning
- online teaching, learning and assessment resources, programs, tools and services
- online professional learning and leadership programs based in an audit of capabilities
- learning systems supporting online and blended learning
- video conferencing, pod-casting and audio- data conferencing for staff, students and
- data analysis in monitoring school achievement and setting targets
- electronic reporting to students, parents and systems
- explicit protocols and modelled ethical behaviours in relation to e-access, emails, internet use, and community engagement
- security and safety policies and procedures protecting students and staff
- governance and administration processes with transparent accountabilities.

Ministers of Education in Australia and New Zealand require teacher education programs that align with system expectations and contemporary pedagogies.

Australia's teachers: Australia's Future (2003) recommends:

- all teacher education programs prepare prospective teachers for the digital age, and
- opportunities be created for teachers to upgrade their ICT knowledge and skills.

Pre-service and continuous in-service professional learning enables teachers and support staff to critically integrate ICT by:

- focussing on school improvement
- addressing the multiple, interactive elements of ICT use
- listening to and empowering students
- providing tools to evaluate levels of achievement

Developing leadership capability

Professional activities supporting and developing leadership capability include:

- participating in professional learning provided by systems, agencies and universities
- relating professional learning to the work context
- engaging in, and establishing, mentoring relationships
- connecting in-school leaders with leaders and programs in other schools
- using and evaluating a range of technologies, programs and tools
- relating the professional work of educators to technological capacities
- integrating the work of technology support staff with teachers, students and the school
- addressing the multiple, interactive elements of ICT use
- listening to and empowering students
- providing tools to evaluate levels of integration of ICT in learning
- developing collaborative networks.
- relating the professional work of educators to technological capacities
- integrating the work of technology support staff with teachers, students and the school community
- connecting student leaders, teachers and teacher educators in collaborative learning.

Leadership strategy: learning in an online world Curriculum Corporation for the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA). 2006

Appendix 1: School Certificate
Computing Skills Components Reports
for 2007 and 2006

QuickTime™ and a
decompressor
are needed to see this picture.

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